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ABSTRACT

This collection of case studies looks at international education in a broad context. These studies illustrate how persons with international experience, including teachers who have lived abroad, returned Peace Corps volunteers, and immigrant and international students contribute to the curriculum in their schools. Looking at an affluent suburban elementary school, a rural middle school, and a poor inner-city magnet high school, the author examines how school systems, teacher education, and communities can cooperate to give education a global perspective. Chapters 1 and 2 examine the impact of international experience. Chapters 3 through 8 are the case studies of the following groups or persons: (1) teachers with international experience; (2) returned Peace Corps volunteers; (3) a sixth-grade immigrant from Afghanistan; (4) a multicultural school; (5) international student visitors at school; and (6) the International Studies Academy at an urban magnet school. Chapter 9 offers suggestions for more fully using the experiences of internationally experienced persons. Seven appendixes provide supplemental information about the case studies. (Contains 141 references.) (SLD)

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